

***Summer 2016 SPND 422: Simmons Campus
Differentiated Instruction Using Technology Across the Curriculum***

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Office hours	30 minutes before and after class and/or by appointment
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Class Wiki	http://simmonsspnd422summer2-2016.wikispaces.com/
Class Edmodo Group	www.edmodo.com Code: kmqxvk
Class place & time Landmark	Face-to-face meetings: Friday July 8th 5:00-9:00pm Saturday July 9th 8:30-3:30pm Friday August 19 th 5:00-9:00pm Saturday August 20 th 8:30-3:30pm Ongoing asynchronous online activity expected July 9th through August 29th (Final Due)



<http://simmonsspnd422summer2-2016.wikispaces.com/> (read)



www.edmodo.com (write) Code: xew8qm

(Need a QR code reader for your phone? Try downloading Qrafter or Inigma. Use www.qrstuff.com to create your own.)

***All course materials will be made available online.
Plan to visit your course sites regularly for updates and due dates.***

Course description:

Educators are responsible to incorporate instructional and assistive technology into their classrooms and into their students' Individualized Education Plans. This course provides real world experiences, resources and skill development in using the latest software, Internet resources, adaptive equipment and best practices. Make decisions with guidance resulting in practical solutions that can be readily implemented in inclusive classrooms. This course is offered in 4 modules. The focus is more on learning and curriculum rather than how technology works. Students will gain overview knowledge of a range of potentially helpful technologies as they relate to learner accommodation or curriculum modification strategies.

Course Dates:

- **Module #1 – Friday July 9th through Saturday July 10th morning**
 - History/Future of Technology in Education
 - Managing the Learning Environment
 - Operating Systems, Devices, Browsers, and Accessibility
 - File Management, Cloud Storage, Digital Collaboration
 - Using Online Course Tools
- **Module #2 – Saturday July 10th (afternoon) through July 20th**
 - Instructional Activities on the Internet for Curriculum Integration
 - Intro to UDL and AT
 - Choosing Technology to support the Curriculum
 - Becoming a Connected Educator
- **Module #3 AT Investigations – July 20th through August 17th**
 - Assistive Technology Investigations, Cognitive and Language Development
- **Module #3 LAB - Friday August 19th**
 - Introduction to Assistive Technology, AAC, Software installation and selection
 - Hands-On Assistive Technology, iPad, and Chrome Tools Lab
- **Module #4 - Saturday August 20th**
Hands-on Assistive Technology and Multimedia, Project Based Learning
- **Final Project Due Monday August 29th by midnight.**

Academic Requirements:

Module 1 Learning Environment:	15 points
Module 2 Curriculum Integration:	25 Points
Module 3 Assistive Technology and AAC:	35 Points
Module 4 Multimedia Project Based Learning:	10 Points
Final Project:	15 points

Course Objectives:

Upon completion of the course the students will:

1. Identify built-in computer operating system adjustments that might provide useful as accommodations for pre K – 12 learners.
2. Discuss theories, concepts, and methods of accommodating physical, emotional, intellectual and social challenges for learning in the content standards.
3. Use technology to design or modify curriculum, instructional materials, and classroom environments for students with a range of challenges or disabilities.
4. Describe services provided by IEP Team members.
5. Understand Federal and state laws pertaining to assistive technology.
6. **Learn appropriate use of augmentative communication and other assistive technologies.**
7. Experience the operation of adaptive devices, both light tech and computer based devices.
8. Describe the potential impact of multimedia and project-based learning as a strategy for differentiated instruction and universal design.

DESE Content Standard:

Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

DESE Professional Standards for Teachers (PSTs):

PST #	Description	Level of practice
1.a.	Curriculum and Planning Indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structure lessons with measurable outcomes.	Introduction
1.b.	Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.	Introduction
2.a.	Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	Introduction
4.a.	Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.	Introduction
4.b.	Professional Growth indicator: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.	Introduction
4.c.	Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.	Introduction

ISTE Technology Standards for Teachers:

1. a,c,d 2. a,b,c 3. a,b,c,d 4. b,c 5. c

Required Readings to inform projects and discussions: (*Posted to wikispace*)

- Marc Prensky (2005) *Engage Me or Enrage Me: What Today's Learners Demand* Educause Review September/October <https://net.educause.edu/ir/library/pdf/erm0553.pdf>
- Marc Prensky (2008) *The 21st Century Digital Learner* Edutopia <http://www.edutopia.org/ikid-digital-learner-technology-2008>
- Bill Henderson (2004) *Struggling Decoders: Reading Fluently and Making Meaning of Text*. O'Hearn Elementary School. Boston.
- Rose, D, Meyer, A. (1996) *Expanding the Literacy Toolbox*. Scholastic Library Research Paper. Scholastic, Inc.
- Rose, D (2014) *The Future is in the Margins – 2* CAST
- Hitchcock, et all (2002) *Access, Participation and Progress in the General Curriculum*. US DOE, OSEP.
- Edyburn, D (2007) *Technology Enhanced Reading Performance*. Reading Research Quarterly.
- Hecker, L. Urguhart-Engstrom, E. *Chapter 21: Assistive Technology and Individuals with Dyslexia* Course Companion Web Site for Multisensory Teaching of Basic Language Skills, Second Edition
- Wissick, C. (2005) *Written Language: When to Consider Technology*. *Technology in Action*. Vol 1 Issue 6 May 2005. TAM
- AT Solutions Guide - Family Center for Technology and Disabilities
- AT and the IEP – Family Center for Technology and Disabilities
- AAC Myths - YAACK

- **Blog Posts:**

How Does Electronic Reading Affect Comprehension? By John Jones

<http://dmlcentral.net/blog/john-jones/how-does-electronic-reading-affect-comprehension>

Reading Comprehension: Paper or Screen? By John Jones

<http://dmlcentral.net/blog/john-jones/reading-comprehension-paper-or-screen>

Recommended Readings and Resources:

- M. Pugliese, B. Heiman, J. Castellani, M. Ault, M. Bausch, M., & C. Warger (Eds.), Integrating Technology Into Instruction: What's Working in Inclusive Classrooms. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2011.
- Birsh, Judith R. Multisensory Teaching of Basic Language Skills. (2011) Third edition. Paul H. Brookes Publishing Co.
- Rose, D. & Dalton, B. (2002). Using Technology to Individualize Reading Instruction. In C.C. Block, L. B. Gambrell & M. Pressley (Eds.). San Francisco: Jossey Bass Publishers.
- Warger, C. (editor). (2006) Technology and Media for Accessing the Curriculum - Instructional Supports for Students with Disabilities. TAM Division of the Council for Exceptional Children. Reston, VA.
- Myer, A, Rose D., Gordon D. (2014) Universal Design for Learning: Theory and Practice CAST, Wakefield, MA
- Hitchcock, Meyer, Rose, Jackson (2002) *Providing New Access to the General Curriculum*. CEC.
- Meo, G. (2008) *Curriculum Planning for All Learners*. CAST
- Pisano, L. (2002) *How To Support Students With Learning Differences - The Assistive Technology and Education Connection* LD Resources Online.
- PAR -Protocol for Accommodations in Reading. Download here: <http://donjohnston.com/par/#.VBobemRdUQ8>

Vendor Resources:

- Don Johnston <https://www.donjohnston.com> (Solo, CoWriter, Start-to-Finish Books, First Author, Readoutloud Bookshare reader)
- Kurzweil <https://www.kurzweilededu.com> (Kurzweil 3000)
- IntelliTools <https://www.intellitools.com> now www.ablenetinc.com (Classroom Suite and IntelliKeys)
- Ablenet <https://www.ablenetinc.com> (Switches, Soundingboard AAC App, etc.)
- Bookshare <https://www.bookshare.org> (FREE Digital Text Repository)
- Assistiveware <https://www.assistiveware.com> (SwitchXS, Keystrokes, Proloquo2go, Pictello)
- Lesson Pix www.lessonpix.com
- Inspiration Software <https://www.inspiration.com> (Inspiration, Kidspiration, Webspiration, Apps)
- Mayer-Johnson <https://www.mayer-johnson.com> (Boardmaker, Speaking Dynamically Pro)
- Texthelp <https://www.texthelp.com> (Read Write Gold and Read Write for Google)
- Inclusive TLC <https://www.inclusivetlc.com> (Chooselt maker, Apps, iPad Peripherals, devices for Low incidence) <http://www.helpkidzlearn.com/shop/online-software/games-and-activities>
- <http://www.raz-kids.com/>

- Crick <https://www.cricksoft.com> (Clicker 6, WriteOnline, Clicker Apps)
- Sonocent Audio Notetaker <http://www.sonocent.com/en/>
- Evernote app and desktop www.evernote.com
- Notability App <http://www.gingerlabs.com/>
- Lexia www.lexialearning.com
- Newsela www.newsela.com
- Epic! www.getepic.com
- ABC mouse www.abcmouse.com
- Smithsonian Tween Tribune
- www.gonoodle.com
- www.wonderopolis.org
- www.litcharts.com
- ...others??

Web 2.0 Tools:

- Edmodo <https://www.edmodo.com>
- Wikispaces <https://www.wikispaces.com>
- Google <https://www.google.com>
- Prezi www.prezi.com
- Padlet
- Powtoon
- Brainshark
- Actively Learn
- Litcharts
- GoNoodle
- Symbaloo
- Linoit
- Kahoot
- Plickers
- www.Wonderopolis.org
- www.litcharts.com
- ...and others

Apps:

- Evernote
- Notability
- Explain Everything
- CoWriter
- Voicedream
- Inspiration Maps
- Soundingboard
- Touchcast
- Keynote
- Telagami
- Proloquo2go
- ...and many more to explore

Other Resources:

- <https://www.cast.org>
- <https://www.udlcenter.org>
- <https://www.closingthegap.com>
- <http://udl-irn.org/>
- <https://www.qiat.org>
- <https://www.fctd.info>
- <https://www.cec.sped.org/>
- <https://www.atia.org>
- <https://www.iste.org>
- <https://www.setsig.iste.wikispaces.net>
- <https://www.joyzabala.com> (SETT Framework for AT)

Interactive Whiteboards:

- <https://www.smarttech.com>
- <https://martinclusion.wikispaces.com/Smart+Inclusion+Home>
- <https://www.promethean.com>

Online Course Management tools: Wiki, Edmodo, Google Drive, etc.

Most of your course tools are located on the **class wiki (read) and edmodo (write)**.

We will also be sharing files via Google Drive:

<https://drive.google.com/a/simmons.edu/folderview?id=0Bw8OzNyBC6opbFFqT0pGVFFQbEE&usp=sharing>

You will be posting assignments and discussions regularly throughout the course. In class there will be a demonstration and orientation session for the course wiki site and edmodo and using google docs and google drive so that everyone will become comfortable using these tools.

There is frequent communication with the class through email, so you will need to ensure that your current email address is available to use. If you use a private email provider such as Hotmail or Gmail, you will need to forward your Simmons email to that private address so that you will be sure to receive all email related to this class. If you don't know how to forward your email, the Help Desk will be glad to show you how to do this.

Getting access to wiki and other resources developed to support this course

WIKI: Assignments, description of course modules, required readings and other resources are available on our class wiki. To use the course wiki: <http://simmonsspnd422summer2-2016.wikispaces.com/> Go to the website above which is the class wiki. In the upper left you will see a button labeled "JOIN". Please go through the steps of joining wikispaces.

- 1) Go to <http://www.wikispaces.com/>
- 2) Look on the upper right corner of the page and find the "sign in" button.
- 3) When prompted to create a user name and password, please remember to use your name in some recognizable fashion.
- 4) **You do NOT need to make a new wiki - you are just joining wikispaces.**
- 5) Check your email used for joining and confirm that you joined.

6) Be sure to write down the user name and password and bring this information with you to the course. This is important because I am unable to recover this information for you so be sure you know this when you come to class.

This process makes you a member of wikispaces. **If you are already a member of wikispaces, you can skip this step.** You will take the next step to become a member of our class wiki when we are together on the first day of class.

Edmodo: Edmodo online course management tool is used for Discussions, Turning in Assignments and ongoing class communication and sharing of resources:

- 1) Go to <http://www.edmodo.com>
- 2) Select “Sign up now” and “I’m a student” (For purposes of this class, I recommend you use your Simmons email and sign up as a student. In the future, you might want to use your personal email or work email to sign up as a teacher.)
- 3) Click on “Groups” and select “Join” – type in the course **group code: kmqxvk**
- 4) Follow the prompts
- 5) Be sure to write down your username and password.

For support of any kind with the wiki or Edmodo, please feel free to email your professor.

Academic Requirements:

Module 1 Learning Environment:	15 points
Module 2 Curriculum Integration:	25 Points
Module 3 Assistive Technology:	35 Points
Module 4 Multimedia Project Based Learning:	10 Points
Final Project:	15 points

Assignments are due by MIDNIGHT on the Date indicated.

Module 1:

Managing the Learning Environment and Using technology to Accommodate Learning Differences in 21st Century Classrooms: DUE July 9th & 10th (15 Points IN CLASS)

Learn the terminology and comfortable operation of personal computers. Topics are selected to develop a foundation for success in classrooms and include setup and assembling components; user safety; adjustment of controls; operating systems and user interfaces; strategies for saving and retrieving data; storage devices; managing memory and types of peripherals such as monitors, printers and network connectivity options, drivers, using google docs, google drive, and web 2.0 tools.

Scavenger Hunt Activity – Operating Systems and Built-in Accessibility (10 points)

Students will be checked off for the Scavenger Hunt activity addressing the built-in accommodations available in computer operating systems (Mac, Windows and iOS). Student hands-on exploration, Direct instruction, hands-on guidance in class directly relates to the questions found on the Scavenger Hunt. We will also explore Google Chrome browser apps and extensions as well as Google add-ons.

Story Spine Activity – Google Docs, Collaboration, File Management, Sharing & Curriculum Connections (5 points)

Scavenger Hunt due in class. You will be checked off so you can keep this valuable reference in your own files.

Module 2:

**Curriculum Integration: Due July 9th through July 20th
(25 Points ONLINE)**

Discussions: (10 Points ONLINE)

Each student will participate in the online discussions regarding classroom implementation strategies. Posts will be graded for criteria for good discussions online **[10 points]**. (See Rubric).

Practice Discussion Magic Wand

DUE on Friday July 9th (IN CLASS)

Discussion Topic #1 in Consideration of Barriers

Post **[3 points]** and at least one response to someone else **[2 points]** is

DUE on Saturday July 10th (IN CLASS)

Discussion Topic #1 UDL

Post **[3 points]** and at least one response to someone else **[2 points]** is

DUE on Wednesday July 13th

Curriculum Integration Written Project: DUE July 20th (15 Points)

Students will profile a specific learner's needs/ or classroom needs; then select a FREE *web based curriculum activity* for use with the learner. Students can use an existing lesson plan to infuse with technology or create a new one. Use the UDL Lesson Builder Template. Include the following details:

- Learner Profile: **[2 points]**
- Goals/Lesson Overview **[2 points]**
- Methods **[2 points]**
- Assessment **[2 points]**
- Materials **[2 points]**
- Consideration for Differentiated Instruction **[2 points]**
- Consideration of UDL **[2 points]**
- **Reflection Discussion Post [1Point]**

Turn in your report to Edmodo in *LastnameCI.doc* format or share link to a google doc.

DUE on Wednesday July 20th

(See Rubric on class wiki, edmodo or in paper handed out in first class.)

If you cannot think of a FREE tool you know you would like to explore, please select among the websites posted for you in the Curriculum Integration section of the wiki for designing your plan:

<http://www.pinterest.com/maspugliese/> or <http://udltechtoolkit.wikispaces.com/>

Module 3:

Assistive Technology and AAC Investigations:

DUE July 21st Through August 19th

(35 Points ONLINE)

Assistive Technology Investigations and Discussions 20 Points

Students will work online to learn about assistive technology through case studies, presentations, demonstrations, video models and research to practice resources. There are 4 thematic activities and related discussions.

In the Assistive Technology section on your wikispace, students will find an assignment for each of these themes. Each assignment contains a set of Internet-based activities accompanied by an online discussion topic. Students will complete each activity and discussion on or before these assigned dates.

Discussions

- 1. Learners with Intensive Special Needs
 - Post **[3 points]** and at least one response to someone else **[2 points]** is **DUE on July 27th**
- 2. Learners with Communication Challenges &/or Autism (AAC)
 - Post **[3 points]** and at least one response to someone else **[2 points]** is **DUE on August 3rd**
- 3. Individuals with Disabilities Using Technology in the Community
 - Post **[3 points]** and at least one response to someone else **[2 points]** is **DUE on August 10th**
- 4. Resources, Guides, Models and Presentations
 - Post **[3 points]** and at least one response to someone else **[2 points]** is **DUE on August 17th**

Each theme discussion is worth **5 points**. **Total points = 20 possible points.** (See Rubric).

Assistive Technology Tool Exploration Assignment: DUE August 19th **(15 Points)**

Students are assigned to get to know one assistive technology tool in depth and report to the class. Students may work alone or with a partner(s).

Students will:

1. Install a 30-day trial of selected software or download free app or subscribe to free trial.
2. Explore software and vendor resources available
3. Submit a BRIEF summary/table about the publisher's work. It will include:
 - a. The nature of student needs being addressed
 - b. Technical information about the products
 - c. Potential use in standards-based curriculum
 - d. How features available in the products match or address learning needs
 - e. Comments about the company website and resources available

Submit your report via the shared google spreadsheet: <https://goo.gl/9EBuQX>

4. **Present (5-10mins) to the class on Friday August 19th** – No formal presentation is required **just demonstrate software, answer questions, share ideas.**

Hands On Exploration of Assistive Technology LAB Friday August 19th IN CLASS

Discover an overview of major types of adaptive hardware used to equalize learning environments for children with a range of barriers to the classroom curriculum. In addition, find out about software tools available to augment the learning process. Topics addressed include accommodations for motor, vision, hearing, communications, learning and cognitive barriers.

1. How the service delivery team works together
2. Low tech/high tech solutions - a sequence of decisions
3. Program implementation issues
4. Adaptations and alternatives for the mouse
5. Adaptations and alternatives for the keyboard
6. Adaptations and alternatives for the screen
7. Communication devices
8. Scaffolding learning
9. Sharing of Student AT tool explorations

Module 4

**Multimedia and Project-Based Learning: August 20th
(10 Points)**

1. Complete online investigation on Wikispace (IN CLASS)

2. AAC/AT PBL Activity with Multimedia (9 points)

Due Saturday August 20th IN CLASS

Students participate in a mock project-based learning activity in class earning **3 points** for adding multimedia elements into the project, **3 points** for team participation and **3 points** for participating in the authentic assessment activity that completes the mock activity. **(9 points total)**

2. Reflection Post (1 point)

A reflection discussion post is **due August 20th (1 point)**

Final Project CHOICE: DUE Monday August 29th (15 points)

Option 1:

Students, alone or in pre-approved co-operative groups, will develop a comprehensive plan for integrating the use of computers, devices, software, apps and/or other technologies into the classroom curriculum. Your plan **must** include MULTIPLE technology tools and can be in the form of a document or a presentation: (see Rubric)

- Classroom/Learner profile [2 points],
- Strategies for consideration of student diversity [2 points],
- Hardware and peripheral choices, including assistive technology [2 points],
Specify exact configurations details you might need to consider.
- Details of software search and how selections reflect Curriculum Standards. [2 points],
- Details of website search (free and/or subscriptions) and how selections reflect Curriculum standards. [2 points]

- Reflection about your visit to any local computer store or online store/websites to "shop" for technology [2point], and
- Detailed Budget [2 points].
- **Project Reflection post DUE Monday August 29th** – [1 point]

Please note! This project is ideal to include in a professional portfolio! Your shopping trip and budget are pretend. The goal is for you to see what tools it would take to implement an ideal learning situation OR meaningfully enhance your existing situation.

Option 2:

With prior approval of the instructor, you can create your CHOICE of an alternative project that demonstrates understanding of course concepts and supports your needs and goals as a professional.

Total Final Points possible = 15

DUE on or before Monday August 29th turned in via Edmodo.

Grading of Written Products:

Grading reflects specific content and standard conventions of communication and composition. A rubric will be used to score all written assignments.

As per Simmons policy, the following final percentages will be converted to the corresponding letter grades:

A	94-100	B-	80-82	D+	67-79
A-	90-93	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

Any questions about grading should first be discussed with the instructor and then with the program director.

If a student receives a B- or lower in a course, he or she needs to retake that course.

Policies

Disability Services at Simmons College (<http://www.simmons.edu/offices/disability/>)

Simmons College complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act. This material can be provided to you in alternative format. Anyone who anticipates difficulties with the content or format of this course due to a physical, psychological, or learning disability should see me immediately in order to work out a plan. No retroactive accommodations will be provided in this class. If you have a documented disability and anticipate needing accommodations in this course, please request a meeting with Disability Services staff to fill out a Student Academic Accommodation Request (SAAR) form verifying your disability and specifying the accommodation you will need. You will need to provide documentation of your disability to the Disability Services (DS) office, third floor of the Palace Road Building, Suite P304, 617-521-2474, ada@simmons.edu.

Attendance

The Commonwealth of Massachusetts requires that all candidates for certification in Special Education meet specified standards. Standards are assigned to each class in the program by the Massachusetts Department of Elementary and Secondary Education. Because some of these standards are addressed through class lectures and activities, attendance is mandatory. In addition, the members of the Department of Education believe strongly in the contributions and participation of students during class meeting times and therefore require attendance at all class sessions.

We realize that there may be times where, due to extenuating circumstances, attendance is not possible. Therefore, the instructor will grant an excused absence only if (1) the student notifies the instructor before class, (2) the reason is a serious illness or personal emergency, and (3) the student submits documentation (e.g., a doctor's note) within 1 week of the absence. If an absence is not excused, one percentage point will be subtracted from the final grade for each hour of class that is missed. If nine hours of class are missed (or more), the student cannot pass the course.

Late Assignment Policy

Special education instructors do not accept late work. If there is a family emergency or exceptional extenuating circumstances, the student must notify the instructor before an assignment is due and put in writing (in an email) a request for an extension on an assignment with an explanation for the request for the extension. It is up to the instructor to grant or deny a request for an extension.

Policy for Written Products

Students are strongly encouraged to have others proofread their work for communication and literacy standards. Students may consult with their instructor regarding written products 7 days or more days prior to the due date. The instructor will provide feedback on content, communication, and literacy requirements. The instructor is not responsible for providing feedback on each specific error.

You should submit written assignments in Microsoft Word. You should not submit assignments with track changes or comments.

Students must incorporate feedback from the instructor on each subsequent version of a paper. If a student submits an assignment and does not incorporate prior feedback from the instructor, the instructor will not read the new submission and will notify the student.

Plagiarism

As stated by *Use of Secondary Sources and Collaborative Learning in Papers at Simmons College* by Lowry Pei and Tom Hurley, plagiarism is considered an extremely serious offense. The following are some examples of plagiarized work:

- A paper copied, literally, or with slight alterations, from another author's work.
- A paper containing many phrases or sentences lifted from some other source(s), without any attempt at attribution which are glued together with phrases and sentences of the student's own writing.
- The student claims authorship of another person's idea by changing the way that they are phrased, and the resulting paper is not the original work it appears to be.
- One paper submitted for two separate courses without the authorization to do so.

From the Simmons College Student Handbook (<http://www.simmons.edu/handbook/index.php>):
“Plagiarizing is defined as **intentionally** or **unintentionally** using someone else's words or thoughts without giving proper credit. All work for which a source is not cited is assumed to be the sole product of the author, i.e., the student. This includes handing in as her/his own work a paper on which a student has received extensive aid with substance and/or structure, as well as using one paper for more than one course without authorization to do so. When using material from outside reading, reference material, etc., the student must indicate the source by using footnotes or other devices. Direct quotations must be enclosed in quotation marks. The use of term papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited.”

Some guidelines on avoiding plagiarism:

- Always reference other people's work
- Summarize other authors' work in your own words.
- If you collaborate with a peer on an assignment, make sure to acknowledge the other person if he or she gave extensive input on your writing (see 2.03 in APA Manual)

Advising and Academic Support (<http://www.simmons.edu/offices/advising/>)

This office provides several kinds of learning assistance, generally on an individual basis. Of particular interest to graduate students are consultations on writing, study skills, time management, English as a second language, and learning disabilities. It is the responsibility of the student to contact the Advising and Academic Support Center if he/she feels that support is needed. Course tutoring may also be arranged. Services are offered from September to May; evening hours vary from semester to semester. Telephone: (617) 521-2474.

Simmons College Review – Mass. Department of Elementary and Secondary Education

As part of accreditation and documentation requirements, samples of student work from this course may be used as part of the permanent course notebook on file at Simmons College. If you do not want your work selected for the notebook, please inform the instructor.

Title IX Regulations

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a ‘Gender-Based Misconduct Policy’ which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources.

Simmons College encourages all community members to report incidences of gender-based misconduct. If you or someone you know in our campus community would like to receive support or report an incident of gender-based discrimination, please contact any of the following:

Simmons College Title IX Coordinator, Regina Sherwood (for faculty/staff concerns):

Office Location: THCS Office, Room C-210 / Phone Number: (617) 521-2082

Simmons College Deputy Title IX Coordinator, Sarah Neill (for student concerns):

Office Location: Provost's Suite, in room C-219 / Phone Number: (617) 521-212

Associate Dean of Student Life and Title IX Representative, Raymond Ou:

Office Location: Student Life in room C-211 / Phone Number: (617) 521-2125

Coordinator of Simmons Violence Prevention and Educational Outreach Program, Gina Capra:

Office Location: Room W-003 / Phone Number: (617) 521-2118

Simmons College Public Safety

Office Location: Lobby of the Palace Road Building

Phone Number: (617) 521-1111 (emergency) or (617) 521-2112 (non-emergency)

Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

To view the full Simmons College Gender-Based Misconduct Policy, please go to:

<https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>

Friday #1 Learning Environment Module 1	Saturday #1 Curriculum Integration Module 2	<i>Blended Learning Curriculum Integration Module 2</i>
5:00-6:00pm Introduction to peers and course How to use class Wiki & Edmodo History/Future of Technology & Education Discussion Shake it Up	8:30-9:00 am Discussion, readings and Resources 9:00-12:00 Saving and Sharing Files Cloud Storage Digital Collaboration Intro to The UDL Framework and Assistive Technology Teaching and Learning with Various Types of Educational Software	<i>Curriculum integration project</i> <i>Hands-on: research websites across K-12 curriculum</i> <i>Presenting your findings in a lesson plan format</i> <i>What are the classroom implications? (Online discussions)</i>
6:00-6:30 Dinner Break	12:00-1:00 Lunch Break	
6:30 – 9:00 pm Scavenger Hunt Operating Systems, Devices, Browsers & Accessibility Getting to Know your Computer and iPad System software: Control Panels & System Preferences & Settings Setting controls for the learning environment Printing and Connecting Disks, Drives and Storage Memory Using Peripherals	1:00-2:00 Curriculum Integration theoretical Frameworks (TPACK, SAMR) 2:00-3:00 Discussion – Curriculum Integration and online assignments/expectations 3:00-3:30 pm Wrap up	<i>Curriculum integration project</i> <i>Hands-on websites across K-12 curriculum</i> <i>Presenting our findings in a lesson plan format</i> <i>What are the classroom implications? (Online discussions)</i>
Suggested Readings: <i>The 21st Century Digital Learner</i> <i>Struggling Decoders</i> <i>Expanding the Literacy Toolbox</i> <i>The Future is in the Margins</i>	Read Suggested Readings: <i>The Future is in the Margins</i> <i>Access, Participation and Progress Curriculum. US DOE, OSEP.</i>	Assignments: <i>Curriculum Integration Lesson Plan Project</i> <i>Edmodo Discussion Posts</i> Readings: <i>Technology Enhanced Reading Performance</i> <i>AT& Dyslexia</i> <i>Written Language</i>

<i>Blended Learning Assistive Technology Module 3</i>	Friday #2 Assistive Technology Lab Module 3	Saturday #2 Multimedia and Project-Based Learning Module 4
<i>AT Assignment and Discussion:</i> <i>Learners with Intensive Special Needs in the Classroom</i>	5:00-5:30 pm Discussion - Program implementation issues How the AT service delivery team works together	8:30-9:30 am Discussion What is multimedia? What role does Internet play? What are some of the equipment possibilities? Scanners, cameras, microphones, devices
<i>AT Assignment and Discussion:</i> <i>Learners with Communication Challenges &/or Autism</i>		9:30-12:00 MultiMedia PBL Group Activity : Hands-on with multimedia learning technologies
<i>AT Assignment and Discussion:</i> <i>Individuals with Disabilities Using Technology in the Community</i>	5:30-6:00 Dinner Break	12:00-12:30 Lunch Break
<i>AT Assignment and Discussion</i> <i>Resources, Guides, Models and Presentations</i> <i>Suggested Readings:</i> <i>FCTD AT Solutions</i> <i>MA DESE's Access to Learning</i>	6:00-8:30 Hands-on: AT and iPads Lab: Low tech/high tech solutions - a sequence of decisions Sharing of Independent AT tool investigations Adaptations and alternatives for the mouse and the keyboard adaptive curriculum access	12:30-2:30 Multimedia presentation sharing. What tools are useful? Classroom implementation issues and implications Project-based cooperative work Authentic assessment 2:30-3:30 Wrap Up
		Final Project